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ABSTRACT

This evaluation report contains information on the teacher professional development (Teacher Reading Academies) and the Accelerated Reading Instruction program. According to the report, the evaluation design utilized case study research, survey research, focus groups, and analysis of administrative data and student information in producing the evaluation that reflects the size and scope of the program. The report contains the following parts: Executive Summary; Evaluation Report of the Student Success Initiative, 1999-2000; Kindergarten and First Grade Teacher Reading Academies (Participation in Teacher Reading Academy Sessions; Quality of the Teacher Reading Academy Sessions; Implementation of the Teacher Reading Academy Sessions); Accelerated Reading Instruction (Accelerated Reading Instruction Program Availability and Enrollment; Quality of Accelerated Reading Instruction Programs); and Student Success Initiative Summary. Contains 5 figures of data. An appendix addresses methodology. (NKA)

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EVALUATION REPORT OF THE STUDENT SUCCESS INITIATIVE, 1999-2000

A Report to the 77th Texas Legislature

from the Texas Education Agency

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Jim Nelson
Commissioner of Education

December 1, 2000

The Honorable George W. Bush, Governor of Texas
The Honorable Rick Perry, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

This "Evaluation Report on the Student Success Initiative" is presented for your review, as required by Section 28.0211 of the Texas Education Code. The report must be submitted to you by December 1 of each even-numbered year.

The report contains information on the teacher professional development program (Teacher Reading Academies) and the Accelerated Reading Instruction program. The evaluation design utilized case study research, survey research, and analysis of administrative data and student information in producing this evaluation that reflects the size and scope of these two programs.

If you require additional information, please contact Melanie Pritchett, Assistant Commissioner, Office of Statewide Initiatives, at (512) 463-9027.

Respectfully submitted,

Jim Nelson
Commissioner of Education

Celebrating 50 Years of Service to Public Education

Evaluation Report of the Student Success Initiative, 1999-2000

A Report to the 77th Texas Legislature
from the Texas Education Agency

December 1, 2000

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Executive Summary

The Student Success Initiative provides educators with tools and training to help them improve student reading performance and ensure students meet grade level expectations as a condition of being promoted to the next grade. This initiative is based on three key elements

- professional development for teachers through the **Teacher Reading Academies**;
- the required use of reading diagnostic instruments in kindergarten, first, and second grade; and
- the establishment of reading intervention programs using **Accelerated Reading Instruction** funds.

Kindergarten and First Grade Teacher Reading Academies

Teacher Reading Academies are interactive, participatory, four- and five-day training sessions designed to help teachers identify reading difficulties and direct their reading instruction to meet student needs.

- During the past two years, 17,385 kindergarten and 16,586 first grade teachers attended a Teacher Reading Academy. A conservative estimate indicates that 88% of all kindergarten teachers and 83% of all first grade teachers have attended a Teacher Reading Academy.
- To date, a total of 780 kindergarten and first grade Teacher Reading Academy sessions have been conducted across the state. Given the logistical complexity of delivering this weeklong training and the importance of the training content, it is a significant accomplishment that these sessions have maintained the focus and intent of the training model.
- Surveys completed at the end of each first grade Teacher Reading Academy session indicate that teacher reaction to the Academies has been overwhelmingly positive. Teachers are pleased with the high quality of materials, the knowledge and expertise of trainers, and the interactive training format.
- Based on a study of 32 classroom observations in 13 schools, teachers are implementing the research-based, effective teaching strategies that were presented in the kindergarten and first grade Teacher Reading Academies.
- Education officials from twelve states have requested information on how they can replicate the success Texas has experienced with the Teacher Reading Academies.

When contemplating the value of the Student Success Initiative, consider this: if every kindergarten and first grade teacher involved with the Teacher Reading Academies reduces the number of struggling readers leaving the classroom by one, this effort alone would affect almost 34,000 students.

Accelerated Reading Instruction

Beginning with the 1999 kindergarten student body, districts and charter schools were required to phase in and implement reading intervention programs for students at-risk for reading difficulties; Accelerated Reading Instruction funds were allocated for that purpose. District and charter schools' allocation of Accelerated Reading Instruction funds is based on the number of students who did not pass the most recent administration of the third grade reading Texas Assessment of Academic Skills, with a minimum allocation of $15,000. Districts and charter schools have local control over program characteristics, as long as intervention programs incorporate ***research-supported reading instruction*** that is ***more intensive, more targeted***, and ***more supportive*** than regular reading instruction.

- As of October 2, 2000, reporting districts had served 55,373 kindergarten students in program-funded accelerated instruction. The total number served represents 26% of all kindergarten students enrolled within those districts.

The following percentages illustrate common characteristics of Accelerated Reading Instruction programs among the reporting districts:

- 77% provided reading interventions during the school day.
- 51% provided summer school.
- 21% offered before (5%) or after-school (16%) programs.
- 41% used a portion of these funds to buy supplemental reading materials to facilitate reading acquisition.

Accelerated Reading Instruction programs:

- primarily focused on fundamental reading skills that are critical to the development of successful readers;
- overwhelmingly utilized a small-group format, which enabled teachers to provide students with more individualized and supportive instruction; and
- frequently provided *additional* time for reading instruction to supplement the students' general reading program.

Student Success Initiative Summary

Educators resoundingly agreed that the Student Success Initiative better equipped them to meet the state's goal of having all students reading on grade level by third grade. District coordinators, principals, and teachers specifically appreciated the fact that not only did the state present a mandate but also provided the tools and training, in the form of professional development and funds for accelerated instruction, to achieve the initiative's goal. Encapsulating widespread sentiment, this principal's statement reflects the overall importance of the Student Success Initiative:

> When the state puts this kind of laser beam on reading, particularly with Accelerated Reading Instruction and the summer trainings, that's the kind of professional development and encouragement we need. If funding is pulled away,... we will not be able to sustain the type of success we've been experiencing.... This money is well spent.... And when these children are in twelfth grade, we will still be seeing the benefits.

Evaluation Report of the Student Success Initiative, 1999–2000

"All students will read on grade level or higher by the end of third grade and continue reading on or above grade level throughout their schooling."
—Governor George W. Bush

With those words Governor Bush launched the Texas Reading Initiative, a series of opportunities to assist schools and districts across the state in meeting the challenge to have all students reading on or above grade level. The Texas Reading Initiative has shaped the way Texas educators teach beginning reading. Few times in the history of Texas education has the state provided so many far-reaching resources and supports as a means to an end. A part of the larger Texas Reading Initiative, the Student Success Initiative provides educators with tools and training to help them improve student reading performance and ensure students meet grade level expectations as a condition of being promoted to the next grade at critical checkpoints throughout their school careers.

Statutory requirements to implement the Student Success Initiative and legislative appropriations were enacted by the 76th Texas Legislature. This initiative is built upon three components:

- consistent delivery of high quality reading instruction in the classroom;
- use of assessment and other data collection instruments to identify students who are at-risk for reading difficulties, including dyslexia, and are experiencing difficulties in their reading development; and
- opportunities for students experiencing difficulties to engage in more intensive, more targeted, and more supportive research-based reading instruction.

These components are put into action with the provision of

- professional development for teachers through the **Teacher Reading Academies**,
- the required use of reading diagnostic instruments in kindergarten, first, and second grade, and
- the establishment of intervention programs using **Accelerated Reading Instruction** funds.

During the 1999–2001 biennium, $191 million was allocated: (a) for distribution to school districts to provide Accelerated Reading Instruction for at-risk kindergarten children, and (b) to establish the Teacher Reading Academies on beginning reading instruction for approximately 34,000 kindergarten and first grade teachers. This initiative is clearly a priority on the state's education agenda. In light of the priority, this preliminary evaluation reports on the effectiveness of initial implementation; because implementation is on-going, a continuing evaluation is underway.

Of utmost importance in the evaluation are several key issues:

- *availability* of the Teacher Reading Academies and Accelerated Reading Instruction programs,
- *enrollment* of teachers in kindergarten and first grade Teacher Reading Academies and of students in Accelerated Reading Instruction, and
- *quality* of Teacher Reading Academies and Accelerated Reading Instruction programs.

To address these issues, the initial Student Success Initiative evaluation design utilized a mixed methodology approach to produce a report that reflects the size and scope of these two programs (see the Appendix for more details). Specifically, the evaluation team analyzed both the Teacher Reading Academies survey data collected by Region XIII Education Service Center and the district Accelerated Reading Instruction reports submitted to the Texas Education Agency (TEA), visited a representative sample of nine school districts, hosted two teacher focus groups, and attended eight first grade Teacher Reading Academy sessions and one Teacher Reading Academy master trainer session.

Kindergarten and First Grade Teacher Reading Academies

Teacher Reading Academies are interactive, participatory, four- and five-day training sessions designed to help teachers identify reading difficulties and direct their reading instruction to meet student needs. The comprehensive training format of the academies gives teachers knowledge and strategies that: (a) are supported by scientific research, (b) reflect effective instructional practice, and (c) are aligned with the Texas Essential Knowledge and Skills. The wide range of student abilities in Texas classrooms underscores the urgent need for this training to ensure that teachers are prepared to meet the larger Texas Reading Initiative's goal of all children reading on or above grade level by the end of third grade.

Participation in Teacher Reading Academy Sessions

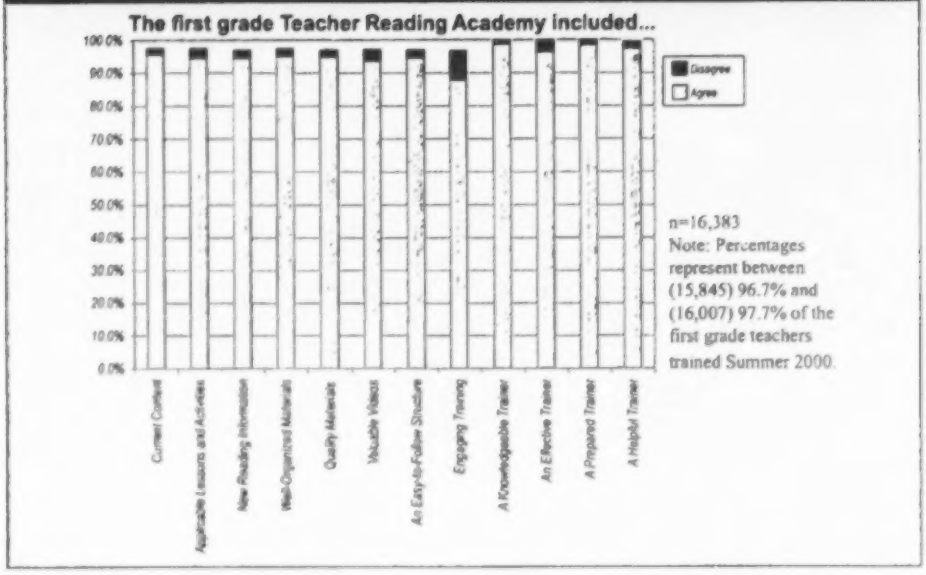
During the past two years, 17,385 kindergarten and 16,586 first grade teachers have attended a Teacher Reading Academy. A conservative estimate indicates that 88% of all kindergarten teachers and 83% of all first grade teachers have attended a Teacher Reading Academy. Education service centers are continuing to offer kindergarten and first grade Teacher Reading Academy sessions. Furthermore, districts have received copies of all training materials so that they may provide professional development for teachers new to their district or new to a grade level. District administrators realize that the Academy sessions are a "high priority," and strongly encourage their teachers to attend. This statement from an experienced teacher, who attended both the kindergarten and first grade Teacher Reading Academies, is characteristic of the satisfaction expressed by many participants:

> *I chose to attend because I was pleased with the kindergarten training. When I learned I was moving to first grade, I requested forms for going to the first grade Academy.*

Quality of the Teacher Reading Academy Sessions

Teacher reaction to the Teacher Reading Academies has been overwhelmingly positive. Surveys completed at the end of each first grade Teacher Reading Academy session indicate that teachers are pleased with the high quality of

Figure 1: First grade Teacher Reading Academy survey



materials, the knowledge and expertise of the trainers, and the interactive nature of the training format. Results from the survey are presented in Figure 1. Upon completing the academy, teachers reported having a more comprehensive and thorough understanding of how to effectively teach reading to all students, including struggling readers. In the words of a 34-year veteran first grade teacher from a large, urban district:

I was expecting another week-long workshop, but it went quickly, it was informative, and the trainers knew the materials. I was never bored; it was one of the best (sessions) I have attended!

To date, a total of 780 kindergarten and first grade Teacher Reading Academy sessions have been conducted across the state. Given the logistical complexity of delivering this training and the importance of the content, it is a significant accomplishment that these sessions have maintained the focus and intent of the training model.

In observations of three content areas—dyslexia, phonological awareness, and alphabetic principle—trainers consistently delivered the standardized training as designed. Observers noted only minor variations in activities, sequence, and materials for activities. This fidelity to the model has ensured that the teachers attending these sessions have been exposed to uniform, scientific methods for early reading instruction.

Additionally, the interest in and demand for the kindergarten and first grade Teacher Reading Academies has not been limited to Texas teachers and administrators. Impressed with the success experienced in Texas, education officials from twelve states have contacted TEA to request information on how they can replicate this systemic, statewide teacher training initiative (see Figure 2). It seems that Texas has designed an initiative that may be duplicated by other states.

Implementation of the Teacher Reading Academy Sessions

Educators statewide clearly understand the intent of the Teacher Reading Academy: to provide teachers with the research-based skills necessary to strengthen their ability to identify struggling readers and teach all students to read.

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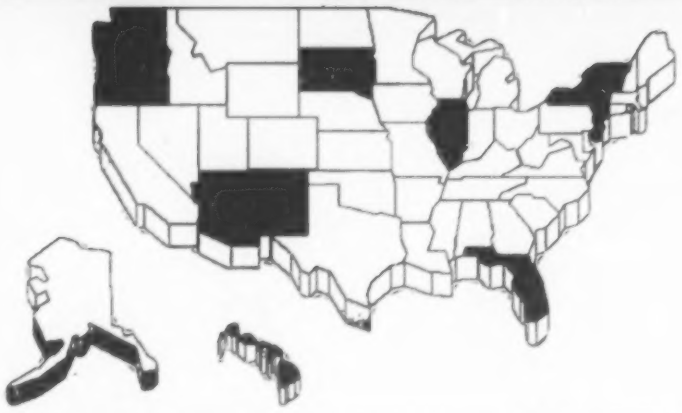
Figure 2: States that have requested reading initiative information from TEA

Arizona
Florida
Hawaii
Illinois
New Jersey
New Mexico
New York
Oregon
Rhode Island
South Dakota
Vermont
Washington



The kindergarten Teacher Reading Academy content focused on basic reading skills such as oral language development, phonological awareness, letter-sound correspondence, book knowledge, and listening comprehension. The first grade Teacher Reading Academy sessions covered reading skills such as phonological awareness, decoding, phonics, and word study– foundational elements of successful reading. In addition, the first grade Teacher Reading Academy addressed the more advanced skills of comprehension and written expression.

Fifteen kindergarten observations and 17 first grade observations in 13 schools revealed that teachers are implementing the scientific, research-based, and effective teaching strategies that were presented in the kindergarten and first grade Teacher Reading Academies. Figures 3 and 4 reflect the content from the kindergarten and first grade classroom observations.

The observations depicted in the figures reveal that kindergarten students have received quality instruction in basic reading skills including oral language development, phonological awareness, decoding, phonics, and word study. While continuing to receive instruction in the same fundamental reading skills, first grade students were more focused on applying these skills through writing and reading practice, as illustrated in Figure 4.

The observed implementation of effective teaching practices was attributed to several factors including: (a) the Teacher Reading Academies, (b) local reading initiatives, (c) adopted curricula, and (d) teaching experience. Levels of implementation for strategies specifically addressed in the Teacher Reading Academies range from dramatic changes in teaching practices to smaller changes associated with incorporating specific activities into reading instruction. Strategies related to phonological awareness, a strong indicator of later success in reading, were the strategies teachers most often referred to as being influenced by the kindergarten and first grade Teacher Reading Academies.

In evaluating the positive effects of the Teacher Reading Academy training, one principal reports:

The teachers are more focused in their presentation, they are academically driven . . . they are more inclined to look at individual students. The changes are due to a combination of the Academies and (the district's reading program).

Figure 3: Kindergarten Instructional Content

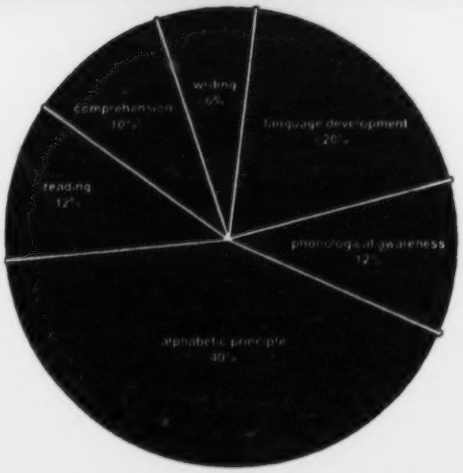
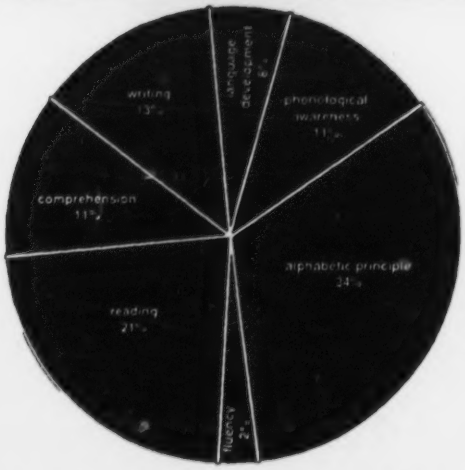


Figure 4: First Grade Instructional Content



Language development focuses on expanding the child's knowledge of reading concepts, such as vocabulary, book knowledge, print representing words, and listening comprehension.

Phonological awareness is an understanding that language is composed of sequences of spoken sounds. It includes knowing the sounds of a language and understanding that sounds can be blended together to make words.

Alphabetic principle, in this instance, includes letter recognition, knowing the relationship of letters to sounds (letter-sound correspondence), and applying this knowledge to read written words.

Reading includes the practice of reading through various activities such as choral or silent reading.

Fluency is the ability to read accurately with speed and expression. Fluency promotes comprehension.

Comprehension skills are developed through vocabulary instruction, utilizing current knowledge while reading, and analyzing stories after they are read.

Writing activities include dictation, shared writing activities, and independent writing.

Note: Observations conducted during early Fall 2000.

Implementation of the Teacher Reading Academy at the local level depended on the district context. In some districts, the kindergarten and first grade Teacher Reading Academies strengthened existing reading instructional programs. In other districts, the kindergarten and first grade Teacher Reading Academy sessions provided focused direction for improvement efforts and gave teachers additional tools needed to advance the reading skills of all students.

When contemplating the value of the Student Success Initiative, consider this: if every kindergarten and first grade teacher involved with the Teacher Reading Academies reduces the number of struggling readers leaving the classroom by one, this effort alone would affect almost 34,000 students.

Accelerated Reading Instruction

Beginning with the 1999 kindergarten student body, districts and charter schools were required to phase in and implement reading intervention programs for students at-risk for reading difficulties; Accelerated Reading Instruction funds were allocated for that purpose. District and charter schools' allocation of Accelerated Reading Instruction funds is based on the number of students who did not pass the most recent administration of the third grade reading Texas Assessment of Academic Skills, with a minimum allocation of $15,000. While districts and charter schools are able to determine the form, content, and timing of instruction, their programs are required to be based on ***research-supported reading instruction*** that is ***more intensive, more***

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targeted, and ***more supportive*** than regular reading instruction. Accelerated Reading Instruction programs do not have to be new or separate reading intervention programs, but spending has to target the instructional needs of the at-risk student population.

Accelerated Reading Instruction Program Availability and Enrollment

As of October 2, 2000, reporting districts had served 55,373 kindergarten students in program-funded accelerated instruction. The total number served represents 26% of all kindergarten students enrolled within reporting districts.

Almost 40,000 kindergarten students were identified as at-risk for reading difficulties using required English- and Spanish-language reading diagnostic inventories. Using additional information from other sources, including teacher recommendations, districts identified 15,652 more students for Accelerated Reading Instruction services. This finding suggests schools are being vigilant in their efforts to intervene with students before they reach an age when correcting reading difficulties becomes a more challenging task.

In addition to a required state-approved reading diagnostic inventory, districts used multiple sources of information to identify struggling readers. Sixty-seven percent of districts used teacher recommendations as a basis for qualifying students, followed by report cards (55%).

Quality of Accelerated Reading Instruction Programs

Local control over program form, content, and timing resulted in a variety of instructional programs and strategies. For this evaluation, program characteristics were identified by analyzing Accelerated Reading Instruction reports submitted to TEA and by visiting a sample of six districts with accelerated instruction programs. Districts used Accelerated Reading Instruction funds to address the needs of struggling readers in the following ways:

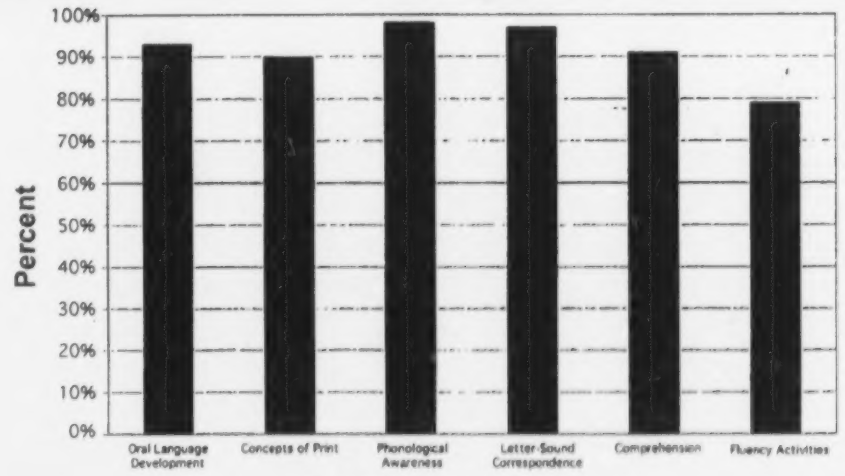
- A majority of districts (77%) provided reading interventions during the school day. The second most common program type was summer school, reported by 51% of districts. Twenty-one percent offered before (5%) or after-school (16%) programs. The least commonly used intervention was extended-week programs (2%). Percentages sum to more than 100% because districts often implemented more than one program type.

- Forty-one percent of reporting districts used a portion of Accelerated Reading Instruction funds to buy supplemental reading materials. These funds were distributed before the release of the 2000-2001 adopted reading series, which are aligned with the Texas Essential Knowledge and Skills. Therefore, it appears that in the absence of these new textbooks, some districts needed instructional materials that would support interventions for struggling readers.

- Accelerated Reading Instruction programs focused primarily on basic reading and comprehension skills that are critical to the development of successful readers. For example, almost all districts included phonological awareness instruction in their Accelerated Reading Instruction programs (see Figure 5). Students who develop phonological awareness, the ability to recognize and manipulate sounds through activities such as rhyming, segmenting, and blending, are more likely to become successful readers.

- Districts providing accelerated instruction overwhelmingly utilized a small-group instructional format, enabling teachers to provide more individualized and supportive

Figure 5: Accelerated Reading Instruction Program Focus



Source: TEA data from districts reporting as of October 2, 2000. n=751

instruction. Small group instruction for struggling readers is associated with the highest gains in reading.

- In many Accelerated Reading Instruction programs, content similar to the general reading curriculum was offered but in a different setting, from a different approach, and at a different level of intensity.

- Five visited districts provided *additional* time for reading instruction to supplement the students' general reading program. Struggling readers need this additional time to become skilled readers.

- All Accelerated Reading Instruction teachers interviewed had established a system for monitoring students' progress, enabling them to track the achievement of their struggling readers and adjust instruction as needed.

In commenting on the utility of Accelerated Reading Instruction funds, a district administrator from a large, urban district commented:

We saw tremendous growth because of the small class size and intensive intervention. Many students made such improvements, some even up to grade level, that they were put on 'monitor only' status, no longer at risk.

Districts reported that they appreciated having local control over the form, content, and timing of Accelerated Reading Instruction programs. They have taken their responsibility seriously by asking TEA for assistance in establishing quality, effective programs. TEA has answered these requests by responding to numerous phone calls and facilitating information sessions at the 20 regional education service centers. In addition, districts were given a planning framework and additional references for developing quality intervention programs. In the regional education service centers where these sessions have been held, 64% of districts have participated.

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Student Success Initiative Summary

Educators resoundingly agreed that the Student Success Initiative better equipped them to meet the state's goal of having all students reading on grade level by third grade. District coordinators, principals, and teachers specifically appreciated the fact that not only did the state present a mandate, but also provided the tools and training, in the form of professional development and funds for accelerated instruction, to achieve the initiative's goal. Encapsulating widespread sentiment, this principal's statement reflects the overall importance of the Student Success Initiative:

> *When the state puts this kind of laser beam on reading, particularly with Accelerated Reading Instruction and the summer trainings, that's the kind of professional development and encouragement we need. If funding is pulled away, ... we will not be able to sustain the type of success we've been experiencing.... This money is well spent.... And when these children are in twelfth grade, we will still be seeing the benefits.*

Appendix A: Methodology

The research design for this evaluation utilized a mixed methodology approach to reflect the size and scope of the kindergarten and first grade Teacher Reading Academies (K/1TRA) and Accelerated Reading Instruction (ARI). For this report the evaluation team conducted case studies and focus groups, attended 1TRA sessions, and analyzed both administrative data submitted to TEA and survey data collected by Education Service Center—Region XIII (RESC XIII). A teacher survey, student performance data, and data from second grade teachers are included in the research design, but are not scheduled for completion until 2002, following the second grade Teacher Reading Academies. These are being collected in anticipation of a longitudinal evaluation. In this section, the methods for selecting the samples and collecting and analyzing the data are reported.

Case Studies

The evaluation team selected ten districts to participate in site visits: Austin, Beaumont, Borger, Fort Worth, Harlandale, Houston, Lubbock-Cooper, Mission, Tyler, and Waco. The districts were purposively selected based upon the following criteria: geographic distribution, a reasonably sufficient number of kindergarten and first grade students receiving ARI instruction, a willingness to participate in the study, and demographics of the district and students. The team chose schools from each district that reflected their respective community demographics, and that were performing well but still had room for growth in reading that might be affected by the K/1TRA and ARI programs.

Criteria for identifying teachers included at least one year of experience, availability for two to three observations, and willingness to participate. Interviews were conducted with district coordinators, principals, kindergarten teachers, first grade teachers, and ARI teachers. A total of 53 interviews were conducted in the site visits. Regional education service center representatives were interviewed via telephone in four regions: Beaumont (RESC V), Fort Worth (RESC XI), Edinburg (RESC I), and Midland (RESC XVIII).

An observation instrument was used to record instructional activities. Observers used the Instructional Content Emphasis (ICE),[1] an instrument designed to record the type and frequency of reading and language arts instruction in primary grade classrooms. Training was conducted on the instrument before site visits to ensure inter-rater reliability (final reliability on the instrument was above 90%). The 32 observations lasted 42 minutes on average.

Case study and focus group data were analyzed using both QSR (a qualitative analysis software program) and traditional methods of qualitative data analysis. QSR was used to aggregate the data by each interview question; team members then summarized the data for each question relative to the major evaluation questions.

Focus Groups

Focus groups have been hosted in two locations (Waco and San Antonio). The sites were selected to represent diverse geographic locations. Focus group participants had completed a K/1TRA session. Additional focus groups are planned for El Paso, Houston, Fort Worth, Austin, Lubbock, and Midland.

Protocols for focus group sessions were designed to provide more insight into teacher implementation of strategies presented in K/1TRA sessions and quality of K/1TRA sessions. Seven teachers attended the Waco focus group, and eight attended in San Antonio.

First Grade Teacher Reading Academy Sessions

Researchers attended eight 1TRA sessions and one master trainer session for the 1TRA. Locations were selected through convenience sampling and included: Austin, Beaumont, El Paso, Fort Worth, Houston, Lubbock, McAllen, and San Antonio.

Observers used a checklist for recording each activity and topic area, as well as a framework for recording characteristics of each activity including: type of activity, materials used, grouping patterns, and teacher engagement. Researchers coded observations for activity type and activity sequence to analyze consistency across sessions.

TEA District data

TEA collected reports submitted by districts and charter schools receiving ARI funds. Quantitative sections provided program descriptives such as number of students served, teacher involvement, and program focus. An optional narrative section contained more detailed information. As of October 2, 2000, data were received from 751 of the 1,042 districts in the state. Of those, more than 200 districts (n=255) completed the optional narrative section.

Using the administrative data submitted to TEA, frequencies and means were calculated for important variables related to ARI programs. Furthermore, a framework was created to analyze the narrative descriptions of ARI programs.

RESC XIII data

Education Service Center—Region XIII oversaw the process of obtaining teachers' opinions about 1TRA training and trainer quality. These data were given to the evaluation team to analyze and include in this report. Data were analyzed by item.

[1] Edmonds, M. S., & Briggs, K. L. (2000). *Instructional Content Emphasis: ICE.* Unpublished observation instrument. Austin, Texas: University of Texas.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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